

## Framework Summary: 2022 School Staff Survey

The School Staff Survey (SSS) is conducted annually and is an opportunity for staff employed in Victorian government schools to provide feedback on factors of the school environment proven by research to have an effect on student outcomes. All staff members, including teaching and non-teaching staff, full and part-time, have the opportunity to participate if they have been working in the school the month prior to the survey.

Where applicable, survey items use a five-point Likert response scale with '1' indicating "Strongly disagree", 2= "Disagree", 3 = "Neither agree nor disagree", 4 = "Agree" and '5' indicating "Strongly agree".

**Table 1. The School Staff Survey framework**

Status	Module	Factor/Topic	Total items
Core modules	Role Classification	Role Classification	2
	School Climate	Collective Efficacy	12
		Collective responsibility	6
		Academic emphasis	8
		Trust in students and parents	10
		Staff trust in colleagues	8
		Teacher collaboration	5
		Parent and community involvement	6
		Collective focus on student learning	4
		Guaranteed and viable curriculum	4
		Shielding and buffering	3
	Teaching and Learning	Building practice excellence	30
		Curriculum planning and assessment	
		High impact teaching strategies	
Evaluating impact on learning			
School Leadership	Instructional Leadership	11	
School Culture of Risk Management (for school principals)		6	
Tutor Learning Initiative (tutors only)		23	
<b>Demographics</b>			
	Demographics (About you)	17	
	<b>Staff health and wellbeing COVID-19</b>	6	
<b>Total Core items</b>			<b>161</b>
<b>Elective Modules</b>			
Elective Modules	School Culture of Trustworthiness		9
	School Culture of Risk Management		6
	Victorian Teaching and Learning Model		6
	Principal and Teacher Practice		23
	Professional Learning		36
	Staff Safety and Wellbeing		37
	School Leadership	(Instructional Leadership Factor is not elective)	28
<b>Total elective items</b>			<b>145</b>
<b>Total survey items</b>			<b>306</b>

# School Staff Survey 2022 Framework

## Role Classification

**Description:** Role classifications are used to determine which questions are presented to survey respondents. Questions that are inappropriate for a respondent based on the type of work they do in schools are screened out using the role classification information provided here.

Survey items	Audience
<p>Over the past month, what has been your main classification in this school?</p> <ul style="list-style-type: none"> <li>• Principal and Teacher Class [if selected, show additional options]               <ul style="list-style-type: none"> <li>○ Principal</li> <li>○ Assistant Principal</li> <li>○ Leading Teacher</li> <li>○ Learning Specialist</li> <li>○ Classroom Teacher</li> <li>○ Paraprofessional</li> <li>○ Tutor (Tutor Learning Initiative)</li> </ul> </li> <li>• Education Support Class [if selected, show additional options]               <ul style="list-style-type: none"> <li>○ Language Assistant</li> <li>○ Teaching Support</li> <li>○ Teacher Aid</li> <li>○ Librarian / Technician</li> <li>○ Koorie Educator</li> <li>○ Business Manager</li> <li>○ School Administration</li> <li>○ Other</li> </ul> </li> </ul>	All respondents
Do you spend the majority of your time in the classroom? (Yes/No)	

## Core modules

### Module: School Climate

#### **Collective Efficacy**

**Description:** The degree to which school staff believe they have the necessary skills, expertise and resources to successfully educate students.

#### **Framework factor: Collective Efficacy**

Survey items	Audience
Staff in my school are able to educate the most challenging students.	All respondents
Staff here are confident they will be able to motivate their students.	
If a child doesn't want to learn, staff here give up.	
Staff here don't have the skills needed to provide meaningful student learning.	
Staff in this school believe that every child can learn.	
Our students come to school ready to learn.	
The home environments of students here provide enough advantages that they readily learn.	
Students here just aren't motivated to learn.	
Staff in my school do not have the skills to deal with student disciplinary problems.	
The opportunities in the local community help ensure that our students will learn.	
Learning is more difficult at my school because students are worried about their safety.	
Drug and alcohol abuse in the out-of-school community make learning difficult for students here.	

#### **Collective Responsibility**

**Description:** The degree to which staff view the success of all students as their shared responsibility.

#### **Framework factor: Collective Responsibility**

Survey items	Audience
Staff in my school take responsibility for improving school performance.	All respondents
Staff in my school set high standards for their teaching.	
Staff in my school are willing to take responsibility for all students' learning.	
Staff in my school help each other do their best.	
Staff in my school hold themselves responsible to ensure that all students succeed.	
Staff in my school feel responsible when students in our school succeed.	

#### **Academic emphasis**

**Description:** The degree to which emphasis is placed on the importance of academic success and school norms support learning.

#### **Framework factor: Academic emphasis**

Survey items	Audience
Students in this school respect others who get good academic results.	Respondents who spend the majority of their time in the classroom
Students here try hard to improve on previous work.	
The learning environment in my school is orderly and focused.	
Staff in this school believe that students have the ability to achieve academically.	
Students in this school neglect to complete homework.	
Students here seek extra help from staff.	

Students in this school seek extra work so they can improve their results.	
Academically oriented students are not ridiculed by their peers.	

**Trust in students and parents**

**Description:** The degree to which staff trust the students and parents of the school community.

**Framework factor: Trust in students and parents**

Survey items	Audience
Staff in this school trust their students.	All respondents
Staff in this school trust the parents.	
Students in this school care about each other.	
Parents in this school meet their commitments.	
Students in this school can be relied upon to do their work.	
Staff can rely on parents to support student learning.	
Staff here believe students are capable learners.	
Staff think that most of the parents do a good job.	
Staff can believe what parents tell them.	
Students here are open with each other.	

**Staff trust in colleagues**

**Description:** The degree to which staff trust and understand one another.

**Framework factor: Staff trust in colleagues**

Survey items	Audience
Staff in this school trust each other.	All respondents
Staff in this school typically look out for each other.	
Staff in this school are honest with each other.	
Even in difficult situations, staff in this school can depend on each other.	
Staff in this school do their jobs well.	
Staff in this school have faith in the integrity of their colleagues.	
The Staff in this school are open with each other.	
When Staff in this school tell you something, you can believe it.	

**Teacher collaboration**

**Description:** The degree to which staff seek advice from colleagues and participate in collaborative discussion to improve learning and teaching.

**Framework factor: Teacher collaboration**

Survey items	Audience
Staff in this school collectively influence decisions about <b>planning school improvement</b>	Respondents who spend the majority of their time in the classroom
Staff in this school collectively influence decisions about <b>selecting instructional methods and activities</b>	
Staff in this school collectively influence decisions about <b>evaluating curriculum and programs</b>	
Staff in this school collectively influence decisions about <b>determining professional development needs and goals</b>	
Staff in this school collectively influence decisions about <b>planning professional development activities</b>	

## ***Parent and community involvement***

**Description:** The degree to which parents and the wider community are involved in school activities and programs.

### **Framework factor: Parent and community involvement**

<b>Survey items</b>	<b>Audience</b>
Staff work closely with parents to meet students' needs.	All respondents
This school regularly communicates with parents about how they can help their children learn.	
We encourage feedback from parents and the community.	
Parent involvement supports learning here.	
Community involvement facilitates learning here.	
Staff in this school have frequent contact with parents.	

## ***Collective focus on student learning***

**Description:** The degree to which all of the school's activities are organised to promote student learning.

### **Framework factor: Collective focus on student learning**

<b>Survey items</b>	<b>Audience</b>
Our school-wide goals influence daily teaching practice.	All respondents
In this school, we use assessment data to make decisions about teaching and learning.	
When making important decisions this school always focuses on what's best for students.	
This school has well-defined learning expectations for every student.	

## ***Guaranteed and viable curriculum***

**Description:** The degree to which the curriculum is coherent across year levels and is delivered adequately in the time allotted.

### **Framework factor: Guaranteed and viable curriculum**

<b>Survey items</b>	<b>Audience</b>
Curriculum, instruction, and teaching and learning programs are well coordinated across the different year levels at this school.	Respondents who spend the majority of their time in the classroom
Once we start a new program, we follow-up to make sure that it's working.	
Curriculum, instruction, and learning materials are coordinated among staff in the same year level.	
There is constant focus on the goals for learning the essential curriculum.	

## ***Shielding and buffering***

**Description:** The degree to which staff are protected from intrusions that distract from learning and teaching.

### **Framework factor: Shielding and buffering**

<b>Survey items</b>	<b>Audience</b>
Staff and teachers are protected from internal issues that disrupt teaching.	Respondents who spend the majority of their time in the classroom
Staff are protected from interruptions to their teaching time.	
Staff are protected from external issues that would distract from their emphasis on teaching.	

## Module: Teaching and Learning

### Teaching and Learning

The Teaching and Learning module provides valuable insights and a means for facilitating discussion between staff about using High Impact Teaching Strategies (HITS). Use of module results also assists to develop shared understandings of instruction and identify potential professional learning needs.

The Teaching and Learning Module does not have factor level components. Each survey item is reported individually.

#### Framework module: Teaching and Learning

Survey items	Audience	
Teachers in this school have a genuine interest in improving their practice.	Principal class respondents who spend the majority of their time in the classroom, plus all classroom staff (Leading Teacher, Learning Specialist, Classroom Teacher, Paraprofessional).	
Teachers in this school believe peer feedback can improve their practice.		
Teachers in this school use an explicit pedagogical model to guide their practice.		
This school has timetabled meetings for teachers to support collaboration aimed at improving teaching and student learning.		
Teachers in this school seek regular feedback from colleagues in order to develop their teaching practice.		
Teachers in this school regularly discuss problems of practice.		
Teachers in this school regularly engage in professional learning through peer observation.		
Teachers in this school understand how their teaching practice supports achievement of the school's improvement priorities.		
Teachers in this school have a deep understanding of the curriculum they teach.		
This school prioritises time for teachers to share pedagogical content knowledge.		
Teachers in this school work collaboratively to plan and document the curriculum they teach.		
Teachers in this school routinely use student learning data to inform curriculum planning.		
In this school, there is a focus on professional learning targeted to improving student literacy and numeracy outcomes.		
Teachers in this school plan differentiated learning activities based on student learning needs.		
Teachers in this school use evidence based high impact teaching strategies in their daily practice.		
Teachers in this school focus on developing learning programs that relate to real-life problems.		
Teachers in this school work together to moderate student assessment tasks.		
Teachers in this school collaborate to scaffold student learning (for example by collaboratively developing worked examples, exemplars and models).		
This school provides opportunities for teachers to build knowledge and skills in the use of high-impact teaching strategies.		Exclude for Education Support class respondents.
Teachers in this school have a deep understanding of how to use formative assessment.		
Teachers in this school promote student ownership of learning goals and learning progress.		
Teachers in this school work together to support the growth and learning of the whole student.		
Teachers in this school believe that student engagement is a key component for learning.		
Teachers in this school believe evaluating the impact of their teaching can improve practice.		
Teachers in this school have the skills to measure the impact of their teaching on student learning.		
Teachers in this school use evidence to inform decisions about their teaching practice.		
Teachers in this school regularly engage in professional learning to improve teaching practice.		
Teachers in this school use student feedback to inform their teaching practice.		

Teachers in this school continually monitor the effectiveness of their teaching practice through analysis of student learning data.	
Teachers in this school have a deep understanding of how to analyse data.	

## Module: School leadership

### ***Instructional Leadership***

**Description:** The degree to which the school leadership is directly involved in the design, implementation and monitoring of curriculum, instruction, and assessment; hands-on support for instruction.

#### **Framework factor: Instructional leadership**

Survey items	Audience
The school leadership team:	Respondents who spend the majority of their time in the classroom
<ul style="list-style-type: none"> <li>are directly involved in helping teachers design instructional activities in their classrooms</li> </ul>	
<ul style="list-style-type: none"> <li>are directly involved in helping teachers make instructional decisions using assessment data</li> </ul>	
<ul style="list-style-type: none"> <li>are directly involved in helping teachers address instructional issues in their classrooms</li> </ul>	
<ul style="list-style-type: none"> <li>are very knowledgeable about effective instructional practices</li> </ul>	
<ul style="list-style-type: none"> <li>are very knowledgeable about curricular issues</li> </ul>	
<ul style="list-style-type: none"> <li>provide conceptual guidance for the teachers regarding effective classroom practice</li> </ul>	
<ul style="list-style-type: none"> <li>are very knowledgeable about effective classroom assessment practices</li> </ul>	
<ul style="list-style-type: none"> <li>continually monitor the effectiveness of our curriculum</li> </ul>	
<ul style="list-style-type: none"> <li>continually monitor the effectiveness of the instructional practices used in our school</li> </ul>	
<ul style="list-style-type: none"> <li>can accurately determine how effectively our school enhances student learning</li> </ul>	
<ul style="list-style-type: none"> <li>continually monitor the effectiveness of the assessment practices used in our school</li> </ul>	

## Module: Demographics

### Demographics

**Description:** The following items assist with analysis of survey results.

Survey items	Audience
<p>How long have you been working in education (<b>including all schools</b>)?</p> <ul style="list-style-type: none"> <li>• Less than one year</li> <li>• 1-5 years</li> <li>• 6-10 years</li> <li>• 11-15 years</li> <li>• 16-20 years</li> <li>• 21-25 years</li> <li>• 26-30 years</li> <li>• More than 30 years</li> </ul>	All respondents
<p>How long have you been working at your <b>current school</b>?</p> <ul style="list-style-type: none"> <li>• Less than one year</li> <li>• 1-5 years</li> <li>• 6-10 years</li> <li>• 11-15 years</li> <li>• 16-20 years</li> <li>• 21-25 years</li> <li>• 26-30 years</li> <li>• More than 30 years</li> </ul>	All respondents
<p>Which best describes your employment at this school?</p> <ul style="list-style-type: none"> <li>• Fulltime</li> <li>• Part Time</li> </ul>	All respondents
<p>On what basis are you employed at this school?</p> <ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Fixed-term</li> <li>• Casual</li> </ul>	All respondents
<p>What stage of schooling do you work in?</p> <ul style="list-style-type: none"> <li>• Primary</li> <li>• Secondary</li> <li>• Both</li> </ul>	All respondents
<p>(If selected 'Primary' or 'Both') Primary year levels currently taught (select all that apply)</p> <ul style="list-style-type: none"> <li>• Prep</li> <li>• 1</li> <li>• 2</li> <li>• 3</li> <li>• 4</li> <li>• 5</li> <li>• 6</li> <li>• Specialist (eg Music, Art, Languages, PE)</li> </ul>	All respondents
<p>(if selected 'Secondary' or 'Both') For each learning area, please select all the year levels you teach: [response frame: select year levels/subjects taught in matrix grid]</p> <ul style="list-style-type: none"> <li>• English</li> <li>• Mathematics</li> <li>• Sciences (including physics, chemistry, biology, psychology)</li> <li>• Humanities and social sciences (including history, geography, economics, business, civics and citizenship)</li> <li>• The arts (performing and visual)</li> <li>• Languages</li> <li>• Health and physical education</li> </ul>	Secondary or Both



<ul style="list-style-type: none"> <li>• Technology (including ICT and design)</li> <li>• Applied learning</li> <li>• Other</li> </ul>	
<p>(if selected 'Secondary' or 'Both') Qualifications currently taught: Select all that apply</p> <ul style="list-style-type: none"> <li>• VCE</li> <li>• VCAL</li> <li>• VET</li> <li>• IB</li> <li>• I don't teach any of these qualifications</li> </ul>	Secondary or Both
<p>(if selected 'VCAL') What percentage of your teaching load is VCAL?</p> <ul style="list-style-type: none"> <li>• 0-20%</li> <li>• 21-40%</li> <li>• 41-60%</li> <li>• 61-80%</li> <li>• 81-100%</li> </ul>	VCAL
<p>(if selected 'VCAL') Which VCAL units do you teach? Select all that apply.</p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• Personal development skills</li> <li>• Work related skills</li> </ul>	VCAL
<p>(if selected 'VET') What percentage of your teaching load is VET?</p> <ul style="list-style-type: none"> <li>• 0-20%</li> <li>• 21-40%</li> <li>• 41-60%</li> <li>• 61-80%</li> <li>• 81-100%</li> </ul>	VET
<p>(if selected 'VET') Select VET program areas you teach - Select all that apply</p> <ul style="list-style-type: none"> <li>• Agriculture, Horticulture, Conservation and Land Management</li> <li>• Animal Studies</li> <li>• Applied Language</li> <li>• Automotive</li> <li>• Building and Construction</li> <li>• Business</li> <li>• Cisco</li> <li>• Civil Infrastructure</li> <li>• Community Services</li> <li>• Creative and Digital Media</li> <li>• Dance</li> <li>• Electrical Industry</li> <li>• Engineering</li> <li>• Equine Studies</li> <li>• Furnishing</li> <li>• Hair and Beauty</li> <li>• Health</li> <li>• Hospitality</li> <li>• Information, Digital Media and Technology</li> <li>• Integrated Technologies</li> <li>• Laboratory Skills</li> <li>• Music Industry</li> <li>• Plumbing</li> <li>• Small Business</li> <li>• Sport and Recreation</li> <li>• Other</li> </ul>	VET

<p>(if selected 'VET') Teachers can be fully qualified and registered through the VIT or employed with Permission to Teach from VIT. 'Permission to Teach' pertains to schools that are unable to employ a qualified, registered teacher and may fill a teaching position with an individual who has the skills and experience to deliver and / or assess student participation in an educational program.]</p> <p>Select the category you qualify under:</p> <ul style="list-style-type: none"> <li>• Fully qualified and VIT registered teacher</li> <li>• Employed with 'Permission to Teach' from VIT</li> </ul>	VET
<p>As part of your teaching qualification, or further post-graduate qualification, in which area(s) did you specialise? (<i>Select all that apply</i>)</p> <ul style="list-style-type: none"> <li>• English</li> <li>• Mathematics</li> <li>• Sciences (including physics, chemistry, biology and psychology)</li> <li>• Humanities and social sciences (including history, geography, economics, business, civics and citizenship)</li> <li>• The arts (performing and visual)</li> <li>• Languages</li> <li>• Health and physical education</li> <li>• Technology (including ICT and design)</li> <li>• Special Education</li> <li>• Applied learning</li> <li>• Other [Please specify] _____</li> <li>• No specialisation [exclusive option]</li> </ul>	Secondary or Both
<p>Are you a graduate teacher? (Graduate teacher means a teacher in their first four years of teaching)</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No <ul style="list-style-type: none"> <li>▪ If yes are you a <ul style="list-style-type: none"> <li>• 1<sup>st</sup> year graduate teacher</li> <li>• 2<sup>nd</sup> year graduate teacher</li> <li>• 3<sup>rd</sup> year graduate teacher</li> <li>• 4<sup>th</sup> year graduate teacher</li> </ul> </li> </ul> </li> </ul>	Classroom staff (leading teacher, learning specialist, classroom teacher).
<p>[If graduate teacher] Which institution, did you graduate from?</p> <ul style="list-style-type: none"> <li>• Australian Catholic University (ACU)</li> <li>• Charles Sturt University (CSU)</li> <li>• Deakin University</li> <li>• Eastern College Australia</li> <li>• Federation University</li> <li>• Holmesglen Institute</li> <li>• La Trobe University</li> <li>• Melbourne Polytechnic</li> <li>• Monash University</li> <li>• RMIT University</li> <li>• Swinburne University</li> <li>• University of Melbourne</li> <li>• Victoria University</li> <li>• Interstate [Please specify]</li> <li>• Overseas [Please specify]</li> </ul>	Graduate teacher

<p>[If graduate teacher] What teaching qualification did you graduate with?</p> <ul style="list-style-type: none"> <li>• Bachelor of Education / Teaching – Early Childhood</li> <li>• Bachelor of Education / Teaching – Early Childhood / Primary</li> <li>• Bachelor of Education / Teaching – Primary</li> <li>• Bachelor of Education / Teaching – Primary / Secondary</li> <li>• Bachelor of Education / Teaching – Secondary</li> <li>• Post / Graduate Diploma of Education / Teaching – Early Childhood</li> <li>• Post / Graduate Diploma of Education / Teaching – Early Childhood / Primary</li> <li>• Post / Graduate Diploma of Education / Teaching – Primary</li> <li>• Post / Graduate Diploma of Education / Teaching – Primary / Secondary</li> <li>• Post / Graduate Diploma of Education / Teaching – Secondary</li> <li>• Masters of Education / Teaching – Early Childhood</li> <li>• Masters of Education / Teaching – Early Childhood / Primary</li> <li>• Masters of Education / Teaching – Primary</li> <li>• Masters of Education / Teaching – Primary / Secondary</li> <li>• Masters of Education / Teaching – Secondary</li> <li>• Other <i>[Please specify]</i> _____</li> </ul>	<p>Graduate teacher</p>
<p>[If graduate teacher] As part of your teaching qualification, in which area(s) did you specialise?</p> <ul style="list-style-type: none"> <li>• English</li> <li>• Mathematics</li> <li>• Sciences (including physics, chemistry, biology and psychology)</li> <li>• Humanities and social sciences (including history, geography, economics, business, civics and citizenship)</li> <li>• The arts (performing and visual)</li> <li>• Languages</li> <li>• Health and physical education</li> <li>• Technology (including ICT and design)</li> <li>• Special Education</li> <li>• Other <i>[Please specify]</i> _____</li> <li>• No specialisation [exclusive option]</li> </ul>	<p>Graduate teacher</p>

## Module: Staff Health and Wellbeing COVID 19

### Staff Health and Wellbeing COVID-19

**Description:** The following questions seek to gauge the health and wellbeing of school staff.

#### Framework topic: staff health and wellbeing during COVID-19

Survey items	Audience
School leaders care about my health and safety (strongly disagree – strongly agree)	All respondents
My school provides a safe and supportive work environment (strongly disagree – strongly agree)	
I am encouraged to report staff health and wellbeing concerns in my school (strongly disagree – strongly agree)	
How would you rate your current level of work-related stress? [Response frame: Nil – not experiencing any work related stress, low/mild, moderate, high, very high, severe)	
<p>[If response indicates any level of stress other than nil present the following, and select up to 3]</p> <p>What are the main causes of your work-related stress?</p> <ul style="list-style-type: none"> <li>• Workload</li> <li>• Time pressure</li> <li>• Content, variety, or difficulty of work</li> <li>• Work that doesn't match my skills or experience</li> <li>• Ability to choose how my work is done</li> <li>• Dealing with clients, patients or stakeholders</li> <li>• Unclear job expectations</li> <li>• Management of work (e.g. supervision, training, information, support)</li> <li>• Physical environment</li> <li>• Social environment (e.g. relationships with colleagues, manager and/or senior leaders)</li> <li>• Incivility, bullying, harassment or discrimination</li> <li>• Work schedule or hours</li> <li>• Competing home and work responsibilities</li> <li>• Organisation or workplace change</li> <li>• Job security</li> <li>• Other</li> </ul>	
Thinking about the last three months in your current organisation, how often has your work made you feel: [Response frame: never or very rarely, rarely, sometimes, often, very often or always]	
<ul style="list-style-type: none"> <li>• enthusiastic?</li> <li>• happy?</li> <li>• worried?</li> <li>• miserable?</li> </ul>	
I feel that changes and uncertainties associated with COVID-19 in my school have had:	
<ul style="list-style-type: none"> <li>• A major positive impact on my personal health and wellbeing</li> <li>• A minor positive impact on my personal health and wellbeing</li> <li>• No impact on my personal health and wellbeing</li> <li>• A minor negative impact on my personal health and wellbeing</li> <li>• A major negative impact on my personal health and wellbeing</li> </ul>	

## Module: Tutor Learning Initiative

### **Tutor Learning Initiative**

**Description:** The following questions collect information from staff nominated as tutors about their experiences implementing the initiative within their school and their perspective on the effectiveness of the TLI.

Survey items	Audience
<p>There are different models of practice with the TLI. Some students are supported in-class, some students are withdrawn from class to small groups, some classes use a hybrid model where students are supported in-class as well as being withdrawn from class.</p> <p>Thinking about your tutoring in 2022 so far, which Practice Model have you mainly used (only select one)?</p> <ul style="list-style-type: none"> <li>• In-class</li> <li>• Out-of-class</li> <li>• A combination of in-class and out-of-class</li> <li>• Other (please specify)</li> </ul>	Tutors
<p>Is this model of practice used for tutoring mainly:</p> <ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Literacy</li> <li>• A combination of both numeracy and literacy</li> <li>• Other</li> </ul>	Tutors
<p>For what year levels did you mainly use this model (tick all that apply)?</p>	Tutors
<p>To what extent do you agree with the following statement? The main Practice Model I have used so far in 2022 was effective and resulted in noticeable learning gain for students [Response frame: Strongly disagree, Disagree, Somewhat disagree, Somewhat agree, Agree, Strongly agree, Undecided (please specify why), Prefer not to say]</p> <p>Please comment on your response</p>	Tutors
<p>Which of the following strategies have you used so far in 2022 to support your students</p> <ul style="list-style-type: none"> <li>• Student self-reflection</li> <li>• Consistent ways of addressing challenging behaviour</li> <li>• Shared or individual learning goals</li> <li>• Checking for understanding e.g. using closed and open questions when assessing</li> <li>• Explicit teaching</li> <li>• Established routines</li> <li>• Clear lesson plan communicated to students</li> <li>• Differentiated/individualised teaching based on assessment and student developmental stage</li> <li>• Feedback from students around strategies used</li> <li>• Tailored, individualised feedback on formative and/or summative assessment</li> <li>• Use of digital resources</li> <li>• Re-exposing students to knowledge and skills covered by their classroom teacher or a previous tutoring session</li> <li>• Engagement with other school staff (e.g., classroom teachers, school leaders) in student learning and/or goal-setting</li> <li>• Engagement of parents/carers in student learning and/or goal-setting</li> <li>• Other (please specify)</li> </ul>	Tutors
<p>'In your opinion, how effective were each of the strategies you used? [Response frame: Extremely effective, Very effective, moderately effective, slightly effective, Not at all effective]</p>	Tutors
<p>Where did you draw your strategies from (please tick all that apply)?</p>	Tutors

<ul style="list-style-type: none"> <li>• Tutor Learning Initiative resource (Policy Advisory Library. Professional learning resources )</li> <li>• Non-Tutor Learning Initiative resources (General DET resources, My school's approach, Evidence I sourced personally around best practice)</li> <li>• Other</li> <li>• Prefer not to say</li> </ul>	
<p>To what extent do you agree with the following statement?</p> <p>The Tutor Learning Initiative professional learning resources and webinars on Arc and the TLI Hub support the adoption of successful tutoring and TLI implementation strategies [Response frame: Strongly disagree, Disagree, Somewhat disagree, Somewhat agree, Agree, Strongly agree, Undecided, Prefer not to say]</p> <p>Please comment on your response</p>	Tutors
<p>For this section, please think about your TLI practice this year in 2022 and reflect upon the ways in which you differentiate and individualise learning experiences for students.</p> <p>To what extent do you agree with the following statement?</p> <p>I was able to effectively differentiate and individualise learning experiences for students [Response frame: Strongly disagree, Disagree, somewhat disagree, Somewhat agree, Agree, Strongly agree, Undecided, Prefer not to say]</p> <p>Please comment on your response</p>	Tutors
<p>How do you identify the student's point of need when designing differentiated and individualised learning experiences?</p> <ul style="list-style-type: none"> <li>• Assess prior knowledge and skills</li> <li>• Using formative assessments/progress monitoring</li> <li>• Setting meaningful goals</li> <li>• Refer to the student's Individual education plan</li> <li>• Using information gathered about student's readiness, engagement, interest and learning profiles</li> <li>• Communication with parents/carers (e.g. for goal setting)</li> <li>• Collaboration with other school staff (e.g., classroom teachers, school leaders)</li> <li>• Refer to advice provided in TLI professional learning</li> <li>• Other (please elaborate)</li> <li>• Prefer not to say</li> </ul> <p>How frequently are you doing each of these? [Response frame: Always, Most of the time, Some of the time, Rarely, Prefer not to say]</p>	Tutors
<p>How do you design differentiated and individualised learning experiences to match your students' specific interests (select that that apply)?</p> <ul style="list-style-type: none"> <li>• Providing more choice of activities for students</li> <li>• Working with peers with similar interests</li> <li>• Empowering students to propose their own activities</li> <li>• Assign digital games and activities students can complete (e.g. Mathletics, Reading Eggs).</li> <li>• Collaborating with other school staff (e.g., classroom teachers, school leaders)</li> <li>• Communicating with parents/carers (e.g. for goal setting)</li> <li>• Other (please elaborate)</li> <li>• Prefer not to say</li> </ul>	Tutors
<p>In your opinion, how often have there been specific improvements in your students' learning as a result of differentiated/individualised support? [Response frame: All of the time, Most of the time, Some of the time, Seldom, Never, Prefer not to say]</p>	Tutors

<p>Can you describe specific improvements your students have made as a result of differentiated and individualised support?</p>	<p>Tutors</p>
<p>Approximately what proportion of your TLI time are you using to assist your school to cover staff absences due to staff shortages?</p> <ul style="list-style-type: none"> <li>• None</li> <li>• 0 – 24%</li> <li>• 25-49%</li> <li>• 50-74%</li> <li>• 75-100%</li> <li>• Prefer not to say</li> </ul>	<p>Tutors</p>
<p>Did you face any barriers in delivering your planned lessons for 2022 (tick all that apply)?</p> <ul style="list-style-type: none"> <li>• No, I did not face any barriers</li> <li>• Yes, (please tick all that apply)</li> </ul> <p>If yes is selected: please select all that apply]</p> <ul style="list-style-type: none"> <li>• Student engagement</li> <li>• Student absences (e.g. due to illness/COVID-19)</li> <li>• Student attendance issues</li> <li>• Student behaviour</li> <li>• Student capability</li> <li>• Student wellbeing issues</li> <li>• Time to prepare resources</li> <li>• Time to deliver tutoring session</li> <li>• Tutor absences (e.g. due to illness/COVID-19)</li> <li>• Competing demands on time</li> <li>• Access to teaching resources/materials</li> <li>• Access to leaning material/resources</li> <li>• Access to professional learning opportunities</li> <li>• Technical issues (access to devices, learning space)</li> <li>• My own capability (knowledge/resources)</li> <li>• Organisational issues or timetabling</li> <li>• Access to other school staff (classroom teachers, school leaders) to collaborate</li> <li>• Another kind of barrier (please specify)</li> <li>• Prefer not to say</li> </ul> <ul style="list-style-type: none"> <li>• If Student behaviour: why was this a barrier? <ul style="list-style-type: none"> <li>○ I did not have a good knowledge of the students/their background(s)</li> <li>○ I found it difficult to engage with the students</li> <li>○ I did not have the skills/experience to identify behaviour triggers</li> <li>○ I did not have the skills/experience to address behaviour/develop a behavioural support plan</li> <li>○ I was unable to make changes to the learning environment</li> <li>○ I was unable to engage/access appropriate support services</li> <li>○ other (please explain)</li> </ul> </li> </ul>	<p>Tutors</p>
<p>From the list below, please select the strategies you would like to use, but did not have the means to employ (e.g. due to lack of time resources, etc.):</p> <ul style="list-style-type: none"> <li>• Student self-reflection</li> <li>• Consistent ways of addressing challenging behaviour</li> <li>• Shared or individual learning goals</li> <li>• Checking for understanding e.g. using closed and open questions when assessing</li> <li>• Explicit teaching</li> </ul>	<p>Tutors</p>

<ul style="list-style-type: none"> <li>• Established routines</li> <li>• Clear lesson plan communicated to students</li> <li>• Differentiated/individualised teaching based on assessment and student developmental stage</li> <li>• Feedback from students around strategies used</li> <li>• Tailored, individualised feedback on formative and/or summative assessment</li> <li>• Use of digital resources</li> <li>• Re-exposing students to knowledge and skills covered by their classroom teacher or a previous tutoring session</li> <li>• Engagement with other school staff (e.g., classroom teachers, school leaders) in student learning and/or goal-setting</li> <li>• Engagement of parents/carers in student learning and/or goal-setting</li> <li>• Other (please specify)</li> <li>• Prefer not to say</li> </ul>	
Have you been involved in the TLI prior to 2022 (Y/N)?	Tutors
<p>How would you rate your effectiveness in each of the following compared to 2021 [Response frame: Much worse, Somewhat worse, Stayed the same, Somewhat better, Much better, Prefer not to say]</p> <ul style="list-style-type: none"> <li>• Spending time to prepare/deliver the tutoring sessions</li> <li>• Focussing on identifying the student’s point of need when designing differentiated/individualised learning experience</li> <li>• Focussing on designing differentiated/ individualised learning experiences to match my students’ specific interests</li> <li>• Using/trying different teaching strategies</li> <li>• Focussing more on addressing the barriers I am faced with when delivering tutoring sessions</li> <li>• Referring to/accessing advice provided in TLI professional learning</li> </ul>	Tutors
<p>Is there anything you would change in your sessions this year if you were to run them again?</p> <ul style="list-style-type: none"> <li>• Spent more time to prepare/deliver tutoring session</li> <li>• Focussed more on identifying the student’s point of need when designing differentiated/individualised learning experience</li> <li>• Focussed more on designing differentiated/individualised learning experiences to match your students’ specific interests</li> <li>• Used/tried different teaching strategies</li> <li>• Focussed on addressing the barriers you faced when delivering tutoring sessions</li> <li>• Referred to/accessed advice provided in TLI professional learning</li> <li>• Would not change anything</li> <li>• Other (please elaborate)</li> <li>• Prefer not to say</li> </ul>	Tutors
If you have any suggestions for improving the TLI, please provide them here	Tutors



## Elective Modules

The school Principal has the choice to select any elective module for their school to complete in addition to the core SSS questions.

### Module: School Culture of Trustworthiness

#### *School Culture of Trustworthiness*

**Description:** Work practices that build trust and risk management awareness are important components of staff safety and wellbeing.

#### Framework topic: School culture of trustworthiness

Survey items	Audience
In my school, I feel supported to make good decisions.	All Respondents
In my school, I know where to find information to help my decision-making.	
In my school, staff understand shared responsibility.	
In my school, staff feel valued and supported by the school leadership.	
At my school, there is a professional and respectful working environment.	
In my school, staff build trusting relationships with others.	
In my school, staff act on their obligation to report inappropriate behaviour.	
In my school, staff can raise concerns about conduct, without fear of reprisals.	
Staff at my school behave in ways that are consistent with the Victorian Public Sector values (please respond to each value): <ul style="list-style-type: none"> <li>• Responsiveness</li> <li>• Integrity</li> <li>• Impartiality</li> <li>• Accountability</li> <li>• Respect</li> </ul>	

### Module: School Culture of Risk Management

#### *School Culture of Risk Management*

**Description:** Work practices that build trust and risk management awareness are important components of staff safety and wellbeing.

#### Framework topic: School culture of risk management

Survey items	Audience
In my school, identifying risks and evaluating potential impact is part of the way we make most of our decisions.	Module is core for all principals
I have a clear understanding of the risks that could stop my school from achieving its goals.	
In my school, risk management is seen as pivotal to success.	
In my school, we have a formal system that provides regular feedback on how well we are managing risks.	
In my school, risk management goes beyond the basic requirements of compliance with legal obligations (e.g. OH&S). Thinking about managing risks is part of how we do things around here.	
In my school, the overall attitude to risk is (select one): <ul style="list-style-type: none"> <li>• Strongly Risk Taking</li> <li>• Risk Taking</li> <li>• Risk Neutral</li> <li>• Risk Averse</li> <li>• Strongly Risk Averse</li> <li>• No opinion</li> </ul>	

## Module: Victorian Teaching and Learning Model

### **Victorian Teaching and Learning Model**

**Description:** The Victorian Teaching and Learning Model creates a line of sight between the whole-school improvement approach and classroom practice.

#### **Framework topic: Victorian Teaching and Learning Model**

Survey items	Audience
<p>Have you used any of the following components of the VTLM in your teaching practice? (select all that apply or 'none of the above'):</p> <ul style="list-style-type: none"> <li>• Vision for Learning</li> <li>• Practice Principles for Excellence in Teaching and Learning [If selected, display Q3 in this section]</li> <li>• Pedagogical Model [if selected, display Q4 in this section]</li> <li>• High Impact Teaching Strategies (HITS) [if selected, display Q5 in this section]</li> <li>• None of the above [Skip to Question 6 in this section]</li> </ul>	
<p>(If 'Yes' to any VTML component) Which of the following statements best describes your own experience with the VTLM? Select all that apply</p> <ul style="list-style-type: none"> <li>• I have started exploring the VTLM</li> <li>• I have learned about the VTLM from professional learning outside of my school</li> <li>• I am exploring the VTLM through my professional learning team or as part of our school's Professional Learning Communities (PLCs)</li> <li>• I use the VTLM to review/design learning programs</li> <li>• I use the VTLM in my Professional Development Plan</li> <li>• I use the VTLM as part of observations and/or learning walks</li> <li>• Other</li> </ul>	
<p>(If 'Yes' to Practice Principles for Excellence in Teaching and Learning) Thinking about how you have used the Practice Principles, how helpful/unhelpful have you found them for:</p> <ul style="list-style-type: none"> <li>• establishing high expectations for every student</li> <li>• creating inclusive and productive learning environments</li> <li>• creating opportunities for authentic student voice, agency and leadership</li> <li>• planning and delivering curricula</li> <li>• engaging students in deep learning</li> <li>• establishing rigorous assessment practices</li> <li>• using evidence-based strategies for professional learning</li> <li>• fostering global citizenship</li> <li>• developing partnerships with parents/carers</li> </ul>	<p>Principal class respondents who spend the majority of their time in the classroom, plus all classroom staff (Leading Teacher, Learning Specialist, Classroom Teacher, Paraprofessional). Exclude for Education Support class respondents.</p>
<p>(If 'Yes' to Pedagogical Model) Thinking about how you have used the Pedagogical Model, how helpful/unhelpful have you found the model for:</p> <ul style="list-style-type: none"> <li>• establishing high expectations for every student</li> <li>• creating inclusive and productive learning environments</li> <li>• creating opportunities for authentic student voice, agency and leadership</li> <li>• planning and delivering curricula</li> <li>• engaging students in deep learning</li> <li>• establishing rigorous assessment practices</li> <li>• using evidence-based strategies for professional learning</li> <li>• fostering global citizenship</li> </ul>	

<ul style="list-style-type: none"> <li>developing partnerships with parents/carers</li> </ul>
<p>(If 'Yes' to HITS) Thinking about how you have used the HITS, how helpful/unhelpful have you found the HITS for: [Response frame: not at all helpful, slightly helpful, somewhat helpful, extremely helpful]</p> <ul style="list-style-type: none"> <li>establishing high expectations for every student</li> <li>creating inclusive and productive learning environments</li> <li>creating opportunities for authentic student voice, agency and leadership</li> <li>planning and delivering curricula</li> <li>engaging students in deep learning</li> <li>establishing rigorous assessment practices</li> <li>using evidence-based strategies for professional learning</li> <li>fostering global citizenship</li> <li>developing partnerships with parents/carers</li> </ul>
<p>(If 'None of the above' to VTLM component) What is the main reason you have not used the VTLM?</p> <ul style="list-style-type: none"> <li>I have not heard of the VTLM resources</li> <li>I have heard of the VTLM but I don't have enough time to engage with it</li> <li>I do not know how to adapt the VTLM to my school context</li> <li>Our existing teaching and learning model is meeting the needs of our school</li> <li>Other [please specify]</li> </ul>

## Module: Principal and Teacher Practice

### **Principal and Teacher Practice**

**Description:** These questions gauge the extent to which components of the Education State reforms have been embedded into teacher and principal practice.

#### **Framework topic: Principal and Teacher Practice**

Principal items	Audience
<p>Please indicate whether your school has implemented any of the following strategies over the past four years as a result of the Education State reforms.</p> <p><i>[Response frame: 'Our school had already implemented this prior to the reforms and it remains unchanged', 'Our school implemented this as part of the reforms', 'Our school had partially implemented this, but improved upon it as part of the reforms', 'Our school has not implemented this']]</i></p> <ul style="list-style-type: none"> <li>Documented curriculum plan, assessment and shared pedagogical approaches</li> <li>School-based professional learning program developed and implemented that supports the school's identified improvement strategies</li> <li>School improvement team formed to develop, oversee and evaluate the effectiveness and impact of the Annual Implementation Plan</li> <li>Student voice, leadership and agency in own learning activated so that students have positive school experiences and can act as partners in school improvement</li> <li>Whole school approach to health, wellbeing, inclusion and engagement</li> <li>Moderation of common student assessment tasks</li> <li>Data collection, analysis and evaluation of student learning growth over time</li> <li>Explicit use of evidenced-based school improvement strategies and teacher professional practice activities</li> </ul>	<p>Principal Class respondents at nominated schools only</p>

Of the strategies that you have identified in the previous question, which have had the greatest impact on improved teaching and learning for all students at your school?

*[Select 3, no order or ranking, conditional as chosen in Q1]*

- Documented curriculum plan, assessment and shared pedagogical approaches
- School-based professional learning program developed and implemented that supports the school's identified improvement strategies
- School improvement team formed to develop, oversee and evaluate the effectiveness and impact of the Annual Implementation Plan
- Student voice, leadership and agency in own learning activated so that students have positive school experiences and can act as partners in school improvement
- Whole school approach to health, wellbeing, inclusion and engagement
- Moderation of common student assessment tasks
- Data collection, analysis and evaluation of student learning growth over time
- Explicit use of evidenced-based school improvement strategies and teacher professional practice activities
- All have had an equal impact on improved teaching and learning
- None have had an impact on improved teaching and learning

Which of the following teaching-focussed initiatives have helped improve the quality of teaching practice among your teachers?

*[Response frame: 'Our school has not yet accessed this initiative' 'Our school has accessed this initiative and it has not yet improved the quality of teaching practice' 'Our school has accessed this initiative and it has improved the quality of teaching practice to a small extent' 'Our school has accessed this initiative and it has improved the quality of teaching practice to a large extent' ]*

- Teaching Academies of professional practice
- Primary Maths and Science Specialists
- Learning Specialists (including literacy and numeracy specialists)
- Graduate teacher supports (including training for mentors)
- The Performance and Development approach (including the guidelines)
- Victorian Academy of Teaching and Learning (previously Bastow) professional learning courses
- Data coaches to increase data literacy and use of data
- Other initiatives ... *free text box*

How does your school balance your investment in time and money between the following school improvement priorities?

*[Response frame: Sliding scale (Left is 100% focused on A, Centre is balanced between A & B 50% each, Right is 100% focused on B); 'There isn't a trade-off' (as a separate option)]*

- Improving literacy – Improving numeracy
- Lifting students in the bottom two bands – Lifting students into the top two bands
- Improving student engagement and wellbeing – Raising student academic achievement
- Operational tasks – Strategic planning

Overall, do you believe that the Education State reforms are delivering positive change?

- Yes
- No

○ Why do you say that?

Teacher items	Audience
<p>Do you have Professional Learning Teams in place at your school?</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul> <p>If yes, has your school made changes to the timetable to allow time for PLT meetings to occur, and is the time for PLT meetings sufficient? Select one option.</p> <ul style="list-style-type: none"> <li>• No timetables changes have been made and there is sufficient time for PLT meetings</li> <li>• No timetables changes have been made but there is not sufficient time for PLT meetings</li> <li>• Yes timetables changes have been made and there is sufficient time for PLT meetings</li> <li>• Yes timetables changes have been made but there is not sufficient time for PLT meetings</li> </ul> <p>If yes: To what extent has the PLT arrangement had an effect on your teaching practice?</p> <ul style="list-style-type: none"> <li>• Very positive effect</li> <li>• Slightly positive effect</li> <li>• No effect</li> <li>• Slightly negative effect</li> <li>• Very negative effect</li> </ul>	
<p>On average, how often you do the following: [Response frame: Once a week, Once a month, Once a term, Once a year, never]</p> <ul style="list-style-type: none"> <li>• Engage in curriculum planning with colleagues</li> <li>• Observe other teachers' classes and provide feedback</li> <li>• Exchange teaching materials with colleagues</li> <li>• Meet with colleagues to discuss the learning progress or learning needs of specific students</li> <li>• Work with other teachers in your school to ensure common standards in assessing student progress</li> <li>• Take part in collaborative professional development at a team level</li> <li>• Take part in collaborative professional development at a whole-school level</li> <li>• Take part in collaborative professional learning across schools</li> </ul>	<p>Classroom staff (leading teacher, learning specialist, classroom teacher, paraprofessional) respondents at nominated schools only</p>
<p>Over the last 12 months, to what extent has there been a change in focus in the following aspects of your teaching and classroom planning [Response frame: reduced focus/unchanged/increased focus]</p> <ul style="list-style-type: none"> <li>• discussing, analysing and sharing student data to evaluate and diagnose learner needs.</li> <li>• setting individual goals for student learning</li> <li>• considering how best to integrate interdisciplinary learning areas (e.g. critical and creative thinking) across subject domains.</li> <li>• developing approaches to pedagogy and content.</li> <li>• discussing strategies to be able to individualise and tailor learning to better meet the needs of particular students or classes.</li> <li>• assessing and moderating student work</li> <li>• sharing expertise and developing skills by observing each other classes and providing feedback.</li> <li>• engaging with research or external expertise/professional learning to support the learning needs of the group.</li> <li>• considering how best to integrate high impact literacy or numeracy strategies into my classes.</li> </ul>	

What prompted or enabled this change?

[Select up to 3]

- Central Department guidance / documentation (e.g. Practice Principles, HITs, Pedagogical Model, Literacy Teaching Toolkit, Professional Practice Notes)
- Assessment of student achievement
- Feedback from peer observation
- Examination of instructional strategies in a PLT
- Collaboration of people outside of the school (e.g. through networks, associations)
- Additional capacity or resources (e.g. additional funding, release time)
- School's annual planning and key improvement strategies
- School review process
- School-based professional development
- External expertise (including external professional development)
- Student feedback
- Personal research
- Other...(free text box)

How does your school balance your investment in time and money between the following school improvement priorities?

[Response frame: Sliding scale (Left is 100% focused on A, Centre is balanced between A & B 50% each, Right is 100% focused on B); 'There isn't a trade-off' (as a separate option)]

- Improving literacy – Improving numeracy
- Lifting students in the bottom two bands – Lifting students into the top two bands
- Improving student engagement and wellbeing – Raising student academic achievement

Which of the following teaching-focussed initiatives have helped improve the quality of teaching practice at your school?

[Response frame: 'My school has not yet accessed this initiative' 'My school has accessed this initiative and it has not yet improved the quality of teaching practice' 'My school has accessed this initiative and it has improved the quality of teaching practice to a small extent' 'My school has accessed this initiative and it has improved the quality of teaching practice to a large extent']

- Teaching Academies of professional practice
- Primary Maths and Science Specialists
- Learning Specialists (including literacy and numeracy specialists)
- Graduate teacher supports (including training for mentors)
- The Performance and Development approach (including the guidelines)
- Victorian Academy of Teaching and Learning (previously Bastow) professional learning courses
- Data coaches to increase data literacy and use of data
- Other initiatives ... free text box

Overall, do you believe that the Education State reforms are delivering positive change?

- Yes
- No
- Why do you say that?

## Module: School Leadership

### School Leadership

**Description:** The degree to which the school leadership is directly involved in the design, implementation and monitoring of curriculum, instruction, and assessment; hands-on support for instruction.

#### Framework factor: School Leadership

Survey items	Audience
<p>Please read each statement and indicate the extent to which you agree or disagree that your school's leadership team demonstrates the following, based upon what you have experienced or observed in your school in the last 12 months.</p> <ul style="list-style-type: none"> <li>• understand that some changes can be frustrating and / or cause anxiety</li> <li>• support staff during times of significant change</li> <li>• create the conditions necessary for change to happen</li> <li>• are willing to lead new changes</li> <li>• know how well the staff are handling new changes</li> <li>• promote a sense of well-being among staff</li> <li>• promote cohesion among staff</li> <li>• have developed a shared vision for the school</li> </ul>	All Respondents
<p>Please read each statement and indicate the extent to which you agree or disagree that your school's leadership team demonstrates the following, based upon what you have experienced or observed in your school in the last 12 months.</p> <ul style="list-style-type: none"> <li>• encourage people to express opinions that may be contrary to their own</li> <li>• adapt their leadership styles to the specific needs of the situation</li> <li>• change their ideas in response to feedback from staff</li> <li>• change their approaches based on staff input</li> </ul>	
<p>Please read each statement and indicate the extent to which you agree or disagree that your school's leadership team demonstrates the following, based upon what you have experienced or observed in your school in the last 12 months.</p> <ul style="list-style-type: none"> <li>• stay informed about the current research and theory regarding effective schooling</li> <li>• continually expose teachers to new ideas on how to be effective</li> <li>• regularly have discussions about current research and theory</li> <li>• continually learn with teachers about effective instructional practice</li> </ul>	
<p>Please read each statement and indicate the extent to which you agree or disagree that your school's leadership team demonstrates the following, based upon what you have experienced or observed in your school in the last 12 months.</p> <ul style="list-style-type: none"> <li>• work closely with parents to meet students' needs</li> <li>• regularly communicate with parents about how they can help their children learn</li> <li>• encourage feedback from parents and the community</li> <li>• are strong advocates for our school to the community</li> <li>• are strong advocates for our school to students' parents</li> <li>• regularly report important data to parents and the community</li> </ul>	
<p>Please read each statement and indicate the extent to which you agree or disagree that your school's leadership team demonstrates the following, based upon what you have experienced or observed in your school in the last 12 months.</p> <ul style="list-style-type: none"> <li>• support and encourage teachers to take professional risks</li> <li>• encourage teachers to try new methods of instruction</li> <li>• encourage all teachers to "stretch" and "grow"</li> <li>• make systematic and frequent visits to classrooms</li> <li>• are highly visible to both the teachers and the students in our school</li> <li>• have frequent contact with the students in our school</li> </ul>	

## Module: Professional Learning

### Professional Learning

**Description:** The following questions seek to gauge the Professional Learning opportunities of school staff.

#### Framework topic: Professional Learning

Survey items	Audience
<p>Please read each statement and indicate the extent to which you agree or disagree with the following questions regarding professional learning opportunities supported by your school over the past 12 months.</p> <ul style="list-style-type: none"> <li>• My school's leadership team encouraged staff to pursue professional learning opportunities</li> <li>• The leadership team at my school is clear about how professional development resources are distributed among staff</li> <li>• Staff were provided with adequate training when new school initiatives were introduced</li> <li>• My school's leadership team ensured that adequate time was available for professional learning</li> <li>• Acquiring the necessary professional learning resources is a priority for the leadership team at my school</li> <li>• At my school, professional learning opportunities are provided in different formats (e.g. online learning, flipped professional learning, in-class training, professional learning communities)</li> </ul>	
<p>Please read each statement and indicate the extent to which you agree or disagree with the following questions regarding professional learning opportunities supported by your school over the past 12 months.</p> <ul style="list-style-type: none"> <li>• I learned new and different ideas from my professional learning experiences</li> <li>• The professional learning improved my knowledge of instructional strategies</li> <li>• Knowledge gained from the professional learning improved my teaching skills</li> <li>• The professional learning increased my enthusiasm for my work</li> <li>• The professional learning encouraged me to reflect on aspects of my work</li> <li>• The professional learning gave me useful ideas of how to improve student outcomes</li> <li>• The professional learning updated my professional knowledge</li> </ul>	All respondents
<p>Please read each statement and indicate the extent to which you agree or disagree with the following questions regarding professional learning opportunities supported by your school over the past 12 months.</p> <ul style="list-style-type: none"> <li>• The professional learning was a good use of my time</li> <li>• Information presented in the professional learning is directly relevant to teaching and learning in my school</li> <li>• I plan to use the knowledge gained from the professional learning in my instruction of students</li> <li>• I am confident that I will be able to put into practice the ideas presented in the professional learning I received</li> <li>• The professional learning will improve student learning in my classroom</li> </ul>	
<p>Please read each statement and indicate the extent to which you agree or disagree with the following questions regarding professional learning opportunities supported by your school over the past 12 months.</p> <ul style="list-style-type: none"> <li>• Observe demonstrations of teaching techniques</li> <li>• Develop teaching and learning plans</li> <li>• Review and assess student work</li> <li>• Develop assessments</li> <li>• Practice what I learned</li> <li>• Receive coaching or mentoring in the classroom</li> </ul>	



Please read each statement and indicate the extent to which you agree or disagree with the following questions regarding professional learning opportunities supported by your school over the past 12 months.

- In my school, staff are given opportunities to give and receive multiple sources of feedback
- Staff in my school request feedback from colleagues in order to develop their teaching practice
- The Principal / leadership team provides staff with timely and specific feedback about their teaching practice based on evidence drawn from classroom observations
- In this school, opportunities for peer observation are provided and encouraged
- Staff reflect on feedback to strengthen their skills and knowledge

Please read each statement and indicate the extent to which you agree or disagree with the following questions regarding professional learning opportunities supported by your school over the past 12 months.

- The professional learning was consistent with the school-wide improvement plan adopted by my school
- The professional learning was consistent with the learning area or year-level plan to improve teaching at my school
- The professional learning was consistent with my own goals for professional learning
- The professional learning initiatives have a research base for improving outcomes
- The professional learning encouraged staff in my school to share what they learned with their colleagues
- My school provided opportunities for staff to share information gained from professional learning with colleagues
- Staff in my school took advantage of opportunities to share ideas, knowledge and skills gained from professional learning

## Module: School Safety and Wellbeing

### **Staff Safety and Wellbeing**

**Description:** Work practices that impact psychological health, build trust and risk management awareness are important components of school safety and wellbeing.

#### **Framework topic: School safety and wellbeing**

Survey items	Audience
In my school, problems that may impact the psychological health and wellbeing of staff are acted upon quickly	All Respondents
In my school, an interest in my psychological health and wellbeing is shown	
In my school, when a concern about a staff member's psychological health and wellbeing is raised, a responsive action is taken	
The psychological health and wellbeing of staff is taken seriously at this school	
In my school, staff feel that their cares and concerns are taken seriously	
In my school, staff psychological health and wellbeing is considered to be equally important as achieving school goals	
In my school, staff psychological health is never compromised to achieve school goals	
Staff are involved in informing the school's leadership of the important issues that affect workplace psychological health and wellbeing	
Staff know the proper channels to report concerns about psychological health and wellbeing at this school	
In my school, staff know if their colleagues are experiencing problems related to psychological health and wellbeing	
Making mistakes as an educator is considered part of the learning process at our school	

If staff make a mistake at this school, it will not be held against them
In this school, staff feel comfortable experimenting with new teaching approaches, even if they are not successful
In this school, it is easy to speak your mind
People in this school are comfortable talking about problems and disagreements
School leadership encourages staff to express their views
Staff volunteer to be part of committees
Staff volunteer to sponsor extracurricular activities
Staff arrive at work and meetings on time
Staff give colleagues advanced notice if changes to a schedule are made
Committees in this school work productively
Leadership at this school clearly considers the physical safety of staff to be of great importance
At this school, issues related to damage to or theft of personal property are addressed immediately and pursued until the issue is resolved
When students make threatening remarks, swift and decisive action is taken
At my school, swift and decisive action is taken when students make obscene remarks or gestures; or when they have spoken in a rude or disrespectful manner
Participation in staff safety and wellbeing matters occur with staff, unions and professional associations in my school
My contributions to resolving staff health, safety and wellbeing concerns in this school are welcomed
I am involved in informing my school's leadership of the issues that affect staff health, safety and wellbeing
Staff are encouraged to become involved in matters of health, safety and wellbeing
In my school, the prevention of stress involves all levels of the organisation
At this school, staff have effective strategies for working with difficult students
At this school, staff know what to do when students behave inappropriately
At my school, staff can easily handle change
Staff at this school manage relationships with colleagues effectively
Managing the workload at this school doesn't compromise the psychological health and wellbeing of staff
When students have personal problems, staff at my school can help and remain objective
Taking leave to deal with job related stress is not common at my school